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ABSTRACT

Recognizing the need for trained teachers to enter the classroom with confidence and professional capacity, Walla Walla College introduced a Child Psychology Experience program. Personnel from several departments contribute to this program. In connection with the child psychology courses, the project features a laboratory/demonstration center where a controlled environment helps teacher trainees become aware of emotion-laden issues, stemming from their own backgrounds, that are relevant in meeting future issues with children under their direction. The program emphasizes effective ways to resolve residual feelings that arise when the trainee interacts with children. It is designed to improve the student teacher's ability to cope successfully with similar situations upon entering the teaching profession. (Author)

ABSTRACT/INFORMATION FORM - 1974 DAA PROGRAM

(Please note: This information will be the basis for the description of your institution's DAA entry in the official DAA booklet given at the Annual Meeting and subsequently distributed widely.)

Please Type or Print:

Name of Program Submitted: Child Psychology Experiences Program

Institution (complete name): Walla Walla College

President: Robert Reynolds

Campus Public Information Officer: Don Eichner

Faculty Member Responsible for Program: Jean Lewis

Title of the Faculty Member: Director Laboratory / Demonstration Center

Signature: Jean Lewis

Title: Director Laboratory / Demonstration Center Date: 11-25-73

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Please describe in 150-200 words the program which you have entered in the 1974 AACTE Distinguished Achievement Awards. A sample is included below to give a general idea of the kinds of information we need. Your abstract will be the basis for reporting your entry in Excellence in Teacher Education. Please continue on back if extra space is needed.

SAMPLE: *Hypothetical Sample Description:* Recognizing the necessity for public school teachers to have a continuing education as well as realizing the need for continually updating the elementary science curriculum, the College of Saint Alphonsia Joseph, together with the school district of Stockton, New Hampshire, began in 1969 the Advance Learning for Science Teachers Program (ALSTP). The program, initially funded by a National Science Foundation grant, features a six-week summer institute during which members of the college staff instruct teachers throughout the school district. Also, 30 consultants from the college's science and education departments visit each of the elementary schools during the year. Featured in the six-week institute are effective ways to teach environmental studies, using the neighborhood as key resource. The program has had sufficient impact to project a similar one for secondary science teachers.

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ABSTRACT

Recognizing the need for trained teachers to enter the classroom with confidence and professional capacity, Walla Walla College introduced, in 1971, a Child Psychology Experiences Program. Personnel from several departments contribute to the program. The program in connection with the child psychology courses features a laboratory/demonstration center where a controlled environment is provided to aid teacher trainees become aware of emotionally laden issues stemming from their own backgrounds which are relevant in meeting future issues with children under their direction. The program emphasizes effective ways to resolve residual feelings which arise when the trainee interacts with children. The program is designed to improve the student teacher's ability to cope successfully with similar situations upon entering the teaching profession.

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PART I

SUMMARY

Walla Walla College Department of Education and Psychology in connection with child psychology courses has introduced a laboratory/demonstration center which contributes in a major way to the improvement of teacher education. The laboratory/demonstration center accommodates 20 to 25 children, ages three to five. Elementary teaching majors use the facility extensively as a laboratory for teacher training. Opportunity is provided for students enrolled in child psychology courses to participate in the laboratory/demonstration center as their time and schedule will allow. The purpose is to aid teachers-in-training become aware of emotionally laden issues stemming from their own families of origin which are relevant to what they will meet in the future with children in their charge. This program is designed to provide a controlled environment where in a limited way teachers-in-training may deal with negative emotional reactions to children deriving from their own background and experience. As they interact with the young child, future teachers are encouraged to recognize when they feel threatened, fearful, or frustrated. They are then given support as they trace these feelings to their origin and begin to work them through. As some of these negative feelings are put in context and understood more fully, future teachers are provided the prospect of entering the teaching profession with greater confidence. The guidance-counseling center at Walla Walla College is available to assist teachers-in-training who become conscious of a need for more extensive help. The one-to-one contact with children in the center also provides teachers-in-training opportunities to apply developmental theory early in their training.

An average of 40 Walla Walla College students actively participate in the laboratory/demonstration center each quarter.

The program is financially supported through tuition income generated by both the college student and children enrolled in the child development center.

The student trainee evaluates the program each quarter in terms of his own growth as well as the total effectiveness of the project.

PART II

CASE STUDY

Description and Development of the Program

The program to improve teacher education at Walla Walla College includes two phases (1) a laboratory/demonstration center, and (2) course work in child psychology.

The laboratory/demonstration center was added to the teacher education program in 1971. Currently enrolled in the center are 21 children ages three to five. Facilities for the center were designed in the construction of the Education building. This includes a 21 by 34 foot room with child-size equipment, an adjoining observation room with a one-way mirror and a speaker system.

The child psychology class is offered two quarters each year and is required for an elementary teaching major. Opportunity is provided for future teachers enrolled in the class to participate in the laboratory/demonstration center as their time and schedule will allow.

The class is set up not only to study child psychology and developmental theory but also to help teachers become conscious of emotionally laden issues stemming from their families of origin which are relevant to what they will meet with children in their charge. Because every teacher handling children is also handling the child they once were, this is considered essential to teacher education.

It is endeavored to accomplish this first, in the child psychology class through family structuring, role playing, audio-visuals, reading, and a "personal paper" where each student thinks through their own background, and second, in the laboratory/demonstration center. The center provides a

controlled environment where teachers may to a limited degree work through emotionally laden reactions they have to children which originate from their backgrounds. Future teachers are encouraged to recognize when they feel threatened, fearful, or frustrated. They are then given support as they trace these feelings to their origin and begin to work them through. As some of these negative feelings are put in context and understood more fully, future teachers are given the prospect of being able to cope successfully in similar situations upon entering the teaching profession. The guidance-counseling center at Walla Walla College provides further assistance to students when needed. The laboratory/demonstration center also provides real life case studies for class discussion, an opportunity to work with children on a one-to-one basis, and a chance to put theory into practice.

Objectives

1. To improve the quality of teacher education through the use of a laboratory/demonstration center and child psychology courses.

2. To provide an opportunity for teachers-in-training to become conscious of emotionally laden issues stemming from their families of origin that are relevant to what they will meet with children in their charge.

3. To provide an environment in which teachers-in-training may to a limited degree and under controlled conditions work through emotionally laden reactions to children that come from their own families of origin.

4. To provide real life case study material for class discussion.

5. To provide opportunity for teachers-in-training to observe development and put theory into practice.

6. To provide a child care facility for the use of Walla Walla College students and the community.

7. To provide an enriched environment of discovery learning for children ages three to five.

Personnel Involved

The personnel involved includes the director of the laboratory/demonstration school and the instructor for the child psychology class which are the same person, and teachers-in-training. In addition, consultants from the education, psychology, speech therapy, home economics, sociology, nursing, and guidance-counseling departments add strength to the program. An average of 40 students attending Walla Walla College actively participate in the laboratory/demonstration center each quarter.

Budget

Walla Walla College is a self-supporting institution. Therefore, teachers-in-training are charged tuition for the child psychology course work. Parents pay a monthly tuition for each child attending the laboratory/demonstration school.

Evaluation Procedures

The program is evaluated each quarter by the teachers-in-training in terms of their own growth as well as the total effectiveness of the program.

How Program Contributes to the Improvement of Teacher Education

This program contributes to the improvement of teacher education by giving the teacher-in-training a consciousness of their "inner child of the past" before they get into the classroom. One-to-one interaction with children in the laboratory/demonstration center provides an opportunity to sort out what there was in their backgrounds that is relevant to what they will meet in the future with children in their care. As emotionally laden

issues are put in context and understood more fully, future teachers are given the prospect of being able to cope successfully in similar situations upon entering the teaching profession.

The program also makes a contribution in the setting it provides for future teachers to put developmental theory into practice early in their teacher training. This "on the job training" gives support to their practice teaching and later teaching experience.